DOCUMENT RESUME

ED 081 565 RC 007 276

AUTHOR	Bromberg, Eric
TITLE	Media Services in the Bureau of Indian Affairs Schools. A Report and Recommendations.
INSTITUTION	Southwestern Indian Polytechnic Inst., Albuquerque, N. Mex.
SPONS AGENCY	Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
PUB DATE	Nov 72
NOTE	20p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	American Indian Culture; *American Indians; Audiovisual Aids; *Curriculum Enrichment; *Federal Programs; Financial Support; *Instructional Materials Centers; Instructional Media; *Media Selection; Media Specialists; Teacher Education
IDENTIFIERS	Bureau of Indian Affairs

ABSTRACT

Recognizing the lack of any adequate media resources in Bureau of Indian Affairs (BIA) schools, this Department of the Interior report recommends the mandatory placement of an educational media specialist in all areas where there are such schools. The media program, which would use new funds, could be established by fiscal 1975. Further recommendations cover: (1) The Media Center: school applications, extra-curricular potentials, and dormitories; (2) The Administrator and the Media Center: comprehension of the place of the media center and supervision of the media centers; (3) The Media Center Director; and (4) Standards for Learning Centers. A proposed budget, materials to be used, and personnel plan are also included. (KM)

FILMED FROM BEST AVAILABLE COPY

ED 081565

MEDIA SERVICES IN THE BUREAU OF INDIAN AFFAIRS SCHOOLS

A REPORT AND RECOMMENDATIONS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

By
Erik Bromberg
Office of the Secretary
U.S. Department of the Interior

Albuquerque, New Mexico
Southwestern Indian Polytechnic Institute

November, 1972

RC007276

PREFACE

The Bureau of Indian Affairs has been aware for some time now that restructuring of media services in BIA schools must take place. An article by Hildegarde Thompson, Director of Education Programs for the BIA, well over a decade ago, indicated the importance of the Media Center. Vic Hill, while serving as an assistant to the Director of Education Programs for the Bureau started in the middle 60's to convince his superiors of the need for a "line item" for media so that funds no longer could be "stolen" from the Library by desperate administrators. The advent of the current administration saw a specific interest in optimizing the entire Media Center program expressed both by the Chairman of the Subcommittee on Appropriations for the Interior Department, Mrs. Julia Butler Hansen, and by the Bureau itself. This study then is a climax to that interest.

Central Office of the Bureau, like the Area Offices, has always been handicapped by the absence of a media specialist on its staff. I believe that it is now recognized that this must be changed, that there must be a media specialist as a staff assistant to the Director of Education Programs, and, in those areas where BIA schools exist (as well as each Navajo agency), it is mandatory that there be an educational specialist for media who will actively advise and direct that specialty for his region. These area media specialists should direct the media selection program, review films and maintain good sized film libraries, advise on media programs in the schools, conduct the recruitment and placement of school media personnel, consult with Facilities and Construction[1] in the design of all new school buildings and in concert with each other and with the Central Office media staff officer assist Facilities with the construction of a standard basic collection to be furnished automatically with the opening of each new school. Obviously, there is more than enough to keep each such media specialist busy the year round.

This development would be the greatest single contribution the Area and Navajo Agencies could make to their schools. For it is quite apparent to this investigator that the school administrators know very little about media and would almost uniformly be delighted to have the advice of a person who knows the field.

THE MEDIA CENTER

A. School Applications

Erudite accounts of what constitutes a Media Center, and what its function should be often list hundreds of services which can be performed by that operation. Simply put, a Media Center is an accumulation of every conceivable type of learning tool, (and materials to make further tools) which under leadership of a Media Center director is applied to teachers and pupils in the most effective manner in order to implement the learning process. The function of a Media Center should never be confused with the mechanical processes which operate it, i.e. cataloging, shelving, circulation, machine repair, equipment issuing and the like. The Media Center is primarily the tool of its director as he assists those students in need of learning reinforcement. It must be emphasized that the director is part of a teaching team and not a warehouseman.

The ultimate client of the Media Center in the BIA schools is, of course, the American Indian child. Certain "authorities" when speaking of the material in a Media Center patronized by Indian youth,

1 The tie with Construction is crucial. New concepts as the high school Media Center with teacher's offices at its core and varying "quiet"and activities zones in the centers must be introduced into new and remodeled buildings. It appears that the new schools at Sherman in Riverside, California, and on the Hopi Reservation probably will have neither of these concepts.

infer that by lending an ethnic quality to everything the child sees, learning will proceed apace. There is no doubt in my mind that ethnic materials are a powerful reinforcement in the learning processes, but the problem of the rural Indian child is the problem of any rural disadvantaged youth, i.e., limitation of horizon when seen from urban viewpoint. Granted, of course, that the Indian child in a high percentage of cases, has an added handicap of poor or no command of the nation's prime vehicle for communication - English. [2]

Regarding the quality of media presented to the Indian child, it is urgent that among other things, the youth does not look out from his cultural viewpoint and see himself, as it were, pressing his nose against a glass, through which he views the majority culture. Rather, he must see that there is no hard and fast majority culture, but a situation in which all subcultures blend and mix with each other, and in many proud instances, maintain a significant part of their original character. In the real world, we have rigid subcultures as the Amish which "mix" little as well as the Welsh which now exist only in tiny pockets in America and are becoming virtually without distinguishing character.

If we demonstrate that one says in America: "I am Catholic", "I am Jewish", "I am Methodist", "I eat Kosher dill pickles", "I eat green pepper chili", "I eat raw hamburger", and the general reaction is "So what?" then the Indian child cannot view his culture as an aberration.

Thus, it is incumbent on the curriculum and the Learning Center to present a wide spectrum of America. This being done the child will of himself arrive at the conclusion that there is no abhorrent uniqueness about any culture and certainly not his.

Selection of materials, then, which by certain authorities is dismissed after being sure that each item is not derogatory to the Indian and is historically accurate, is much more than that. If that spectrum, that horizon mentioned above, is to be enlarged, then greater effort by far than would be found in an urban school must be made to assemble and use all the tools for vicarious experiences of all kinds. And following the personal characteristic of the American Indian, it is recommended that these media tools be in large part visual rather than written. The BIA schools at present grossly under-employ the film, educational TV, and even the drama for this purpose. Selection of media tools is a truly professional duty of the director of the Media Center and it should be done well indeed. The area most responsible for the failure of the BIA media service as now constituted is that of book selection and procurement of media materials.

Let us consider books for the moment. There are in the neighborhood of 30,000 books published in the English language each year in this country. There is an equal number of publications by the United States Government. There is an equal number of substantial pamphlet-type materials. To cope with this mass, all library systems of the size of the BIA, and even much smaller, have an organized selection committee, a standard selection policy, a reviewing procudure, all the necessities for the expenditure of limited funds for the best materials. No overall program of this nature exists in the BIA; I found no individual schools which proceed methodically. The entire process of material selection and procurement in all of the BIA seems to have a timeless and unhurried quality about it. There is no realization that informational material is a perishable commodity whose value usually depreciates with time as the information becomes dated. No one seems aware that significant books should be in the hands of the students and the teachers "hot off the press" for best effect. Ironically, the Bureau awarded a Meritorious Citation to the Navajo Area Purchasing Officer, aiming it is true at textbooks, who devised the plan by which once a year a jobber's catalog was presented to each principal to check off the library items wanted. No one seemed to be aware or care that the jobber's catalog presented only a fraction of the available titles, that the catalog is of necessity in publishing dated and contained no really fresh material, that review only consisted of reading the titles in the catalog.

2 The contribution of the Media Center to the ESL program is vital to its success.

Even this unsatisfactory procedure was worsened by the fact that censorship of titles selected by the Librarian and the prinicipal apparently was frequently exercised by Agency Education Officers. It appears that if one had set out to make the worst selection and purchasing system one could devise, he had excelled. Tie in the above with the fact that no budget for media exists in a vast majority of BIA schools; that uncertainly reigns in the expenditure of those funds allotted; that funds are allotted--usually once a year in one sudden move, then you have a situation which is irredeemable. No good or bad Media Center director can function satisfactorily under such a system.

Thus, it is recommended that among the duties of the Area Media Specialist be the constant monitoring of the appearance of new media, the creation of an Area Review Committee, the securing of pre-publication or immediate publication review copies--in short the organization of a viable selection system. It is further recommended that each school be allocated a per capita media budget which is immutable in the sense that the fixed plant expenditures are. (See Standards for Learning Center in Appendix). Further, it is urged that monies be provided promptly on each July I and that orders be placed in sane fashion--that is, as various media appear on the market--with an eye to "coming out right" at the end of the fiscal year. The system as practiced in Navajo must be replaced as soon as possible--in fact, the legality of that procedure should be examined by Survey and Review with the consultation of the Departmental Librarian as soon as possible.

Finally, it is recommended that once a principal makes a selection within his budget that no Agency Education Officer or Procurement official be allowed to censor or change or reject it without consultation with the principal involved. Further, that in no case should a purchase order remain in the office of an Agency Education Officer over five working days. Further that no procurement officer "red line" an item because his jobber will not provide it. Publishers will. Further, that no Procurement Officer keep a purchase order in his office for over thirty calendar days. This latter, though necessary, will in Navajo's case be hard to accomplish--due to the serious under- staffing of the Gallup Procurement Office. [3]

I believe that a yearly meeting for three years of the Area Procurement Officers to take place in Washington under the direction of the Departmental Librarian with the presence of the BIA media personnel and the consultative services of Survey and Review and the General Services Administration on hand would be very rewarding. This could be timed to coincide with the annual meeting of BIA media personnel now occuring.

A major problem facing educators and all BIA schools is the teenage student with grade-school reading ability. Librarians have found it difficult to locate books which can interest these youths, but are accommodated to their reading level. When a seventeen-year-old man is given a book meant for a fourth-grade boy because that book contains the extent of his vocabulary, disinterest immediately sets in.

Publishers have been slow in recognizing this problem. The National Council of Teachers of English after a number of years of study published "High Interest Easy Reading for Junior and Senior High School Students", Citation Press, 1972--an annotated list of what is in their opinion the best of this rare type of book. Though the publication has limited value, all BIA schools should own several copies. A similar list, unannotated, is put out by Reading is Fundamental, headquartered at the Smithsonian.

Librarians should also consider the Open Door books of the Children's Press, the Pacesetters by Holt, Rinehart and Winston, Pilot Books by Whitman, Pictorial History by Silver Burdett, Signal Books by Doubleday, Pull Ahead Books By Denison and the large bookshelf of such books by the Webster Division of McGraw-Hill. Westminster has devised an unique catalog of their books which indicates reading level as well as interest level.

3 The practices of Procurement in Navajo area have been described as so lethargic, stifling, and bureaucratic by respondents that I strongly recommend a management study by the Office of the Secretary.

It is recommended that each Area Office attempt to secure a complete set of all such volumes properly reviewed, evaluated and accepted, of course, to be used for demonstration purposes at the various BIA and Johnson-O'Malley schools.

B. Extra-Curricular Potentials

It would be unimaginative to regard the services of the Media Center as applicable only to students and teachers in school during the academic year. Other situations exist which should be examined.

Schools serving students whose native tongue is not English work hard on such programs as English as a second language--for nine months. During the summer, the student returns to an environment where scarcely an English word is heard for three months.

Is is recommended that media kits be provided free to children departing for the summer break. These kits would consist of an inexpensive slide viewer and a battery-driven cassette with instructions involving the accompanying group of books, preferably paperback, and slides. The construction of these kits should be the responsibility of the Area Media specialist with the aid of the Media Language personnel in the school, and in the Area Offices. Thought should be given to backup kits should a student complete the one he has been given. It is recommended that should this plan be adopted, the proposed budget as expressed in the Appendix be costed upward accordingly.

Similar kits can be used in the case of children of migrant workers--structured to bridge the gap until they enter another school and familiarize themselves with the new situation.

Media services to small isolated schools is a problem which is not met satisfactorily here but requires additional study. It has been the thesis of this paper that a media specialist is primarily a teacher and only secondarily a Librarian. The fact that a driver appears on an infrequent schedule with a load of media is in the same category as the breadman stopping to make deliveries. Again, it is repeated--each student is a problem to be worked on jointly by the classroom teacher and the media specialist. This is most difficult to accomplish without the constant attendance of the media specialist. As I remarked at the outset, no solution is presented to this problem-- but consideration should be given to recruiting teaching personnel for these small schools from such universities as Millersville where each elementary school teacher graduate also emerges very well trained in multi-media applications.

It is recommended that the Director of Education Programs, BIA, work in close conjunction with officials, Office of Education, and HUD in the conversion of BIA school Media Centers into community centers. Where feasible, the adults of the community should be encouraged to read with their children--that is, patronizing the Media Centers in off-hour time, time determined by the community. The Media Center can well develop into an adequate, civic cultural center if thought is given to the problem by each principal and if his recommendations are given a sympathetic hearing at Agency, Area office and Central office.

A function of the Media Center which is assumed all through this discussion is the production of materials of a local (i.e. tribal) cultural nature. [This is in addition, of course, to the production of materials in the local native tongue when desired by the community.] The Hopis for example, would produce materials descriptive and explanatory of their culture. Not only should these materials be available to the local schools, but the material should be made available on lease, loan and even sale to non-BIA schools, especially in the peripheral areas, who express an interest in Indian culture. Since such materials do not exist at present, since the local tribe is most likely to make authentic products, I urge in the cause of bridging the gap with the neighboring majority culture that an effort be made in this area. If special funding becomes necessary, monies and positions should be provided.

C. Dormitories

A problem peculiar to the BIA is the existence of a number of "Bordertown" dormitories. These, of course, are the domiciles of Indian students attending a local public school.

Real libraries do not exist in these dormitories. There are numerous collections of books of various pedigree and source but no systematic library. Should there be full-fledged complete libraries in the dormitories? I doubt it. What the children in the dormitories desperately need are:

1. adequate library-type quiet study areas, with enclosed typing and listening cubicles.

2. adequate collections of reference tools such as encyclopedias of recent vintage, gazetteers, almanacs, atlases, dictionaries, and source books.

3. a complete collection of up-to-date books in the various vocations.

4. a complete collection of high interest, low vocabulary books.

5. a well-selected ethnic collection.

6. a good collection of books of an avocational nature--sports, cars, guns, style, cooking, hunting, et al.

7. a well-selected comic book collection frequently replaced.

8. at least 50 periodicals of avocational interest and at least ten newspapers in varying numbers of copies.

9. a good film program scheduled regularly and frequently, meant to widen horizons.

10. a carefully selected paperback collection.

11. a carefully selected record and tape collection.

Budgets to provide this should be allocated in the same manner as budgets for the standard BIA school, though they stress another area.

Few dormitory adminstrators had good relations, meaning a cooperative venture, with the Librarians of public schools where their students attend. It appears to me that administrators of dormitories should be very concerned with the type of media services being provided their students. Except in rare instances this is not the case.

THE ADMINISTRATOR AND THE MEDIA CENTER

A. Comprehension of the Place of the Media Center

An investigator looking into the problem of the BIA school Media Center cannot study the situation for over a week without discovering that the keystone to the difficulty is the thinking of the school administrator on the subject--that is, if he ever thought about it.

The last clause is not added as a snide remark. In general, I found school administrators to be intelligent, able people--most of whom earn and deserve their post.[4] The bald fact is that the average principal or superintendent is so weighed down with non-educational problems--as health, safety and plant operation--that he scarely has time for the educational program in general, let alone the specific of the Media Center. It might be my observation to him that quality education suffers unless he pays attention to his Media Center, but he knows, for example, that he faces immediate mammoth trouble if that runaway child freezes to death that night on the mesa. Thus there is no intent here of pointing a finger at the principal.

It is a rare administrator who knows the purpose in modern educational theory of the Media Center. Two questions were asked most of the principals interviewed: Why are we educating Indian young people? What is the purpose of your library? The fact that these questions were both generally botched in the answer is interesting. The administrator, unfortunately, has apparently never been inculcated with a clear succinct purpose for educating Indian youth, and so is unable to articulate one. My assessment is that we are educating the young American Indian for identically the same purpose as we educate the culturally disadvantaged youth from the Ozarks: To cope with the majority culture if he desires to interface with it or to become a capable member of the subculture of his birth, whichever he chooses, or both.[5]

If this premise is true, quality education can be achieved in the case of those who desire to interface with the majority only if the student has in-depth training in the art of communication with the majority. Put simply, this means the acquisition of high vocabulary, oral and written English, majority culture body language and personality characteristics, information sources and majority culture background information.[6]

Now there is no such thing as quality education without intensive, intelligent dissemination and use of educational media. And as detailed above, quality education in United States is not possible without pupil in-depth comprehension of subtleties of majority culture communication. Thus, inextricably tied together are the areas of instructional materials and the communication arts.

With exception of one or two principals "reciting" from recent courses, all principals failed to attribute to the library a function beyond the book warehouse, recreational center and occasionally minor informational source.

The Media Center, then, is an important function to only a few school admininstrators. Many schools have no facility or personnel simply because a low priority on such activity has been given to it by the school admininstrators. Occasionally the administrator's voice had been weak in the

4 However, I should state here that I feel that the umbrella of Civil Service must be removed from professional BIA education personnel and an intelligent system of accountability substituted.

5 The Havighurst conclusion: "Essentially the goals of (American Indian Education) are to enlarge the area of choice of Indian people and to help them maintain their dignity."

6 Obviously each culture endeavors to inflate the achievements of that culture and deflate other. Wise teachers point out examples of this constantly for minority students.

face of bureaucracy as at Cibicu, Arizona, where a fine facility has stood virtually empty and totally unmanned since it was erected five years ago. Most administrators, in honest truth, regard a Media Center as a kind of dispensable, or retractable frill. Budget cuts fall almost universally first on Media Centers. Unwanted or untrained personnel are shunted off to man the Media Center. The Media Center is used as a study hall; the Director is an occasional substitute teacher.

The problem is not peculiar to BIA. The University of Arizona, College of Education, last year gave a two--week workshop for administrators sponsored by the Office of Education on the place of the Media Center.[7]

The BIA has long been delinquent in this matter. If the Bureau has accepted the current theory of individual instruction by multi-media methods, then their administrators must be taught the value of the core of this theory--the Media Center. Thus, it is recommended that all BIA school administrators be required to take an intensive course on the place of the Media Center in the school. It is further recommended that the National Indian Training Center and the University of Arizona (and other universities) be asked to submit appropriate proposals. Also that the proposals not be machine oriented (A/V) in large part nor completely book oriented. Also that consideration be given to traveling training vans from each major area (or agency) office which can, thus, extend the training course to the faculties, as well as the administrators.

This recommendation is not meant to imply that a one-shot course will cure the situation, rather that this is only the first step in many in bringing the school administrator to realize that if quality education is desired, the Media Center must be the center of his thinking.

B. Supervision of the Media Centers

Probably the single most striking administrative failure in regard to Media Centers in BIA schools, is the omission of any regular, structured supervison of the Media Center and its Director. It stems apparently from a hesitancy by the principal to approach "unknown" land. Such a practice has permitted deterioration of the Media Center in a number of cases. For principals who hestitate, below is a list of check points:

1. Cataloging is important in research and university Libraries. It is largely a clerical procedure in a school Media Center (Pre-processing by the jobber must be employed.) How much time is your professional devoting to this work?

2. All Media Center directors worth their salt have desiderata lists, want lists, of items to be purchased in the future when funds come available. This list is built systematically, added to constantly and the individual items assigned priorities. Is your director doing this?

3. Again all Media Center directors worth their salt have vertical files, that is, files of ephemeral materials, clippings, pamphlets, documents, reports--used to supplement the larger materials. Does your Librarian keep one and keep it up to date?

4. Does your Media Center director have too many rules--strictly enforced--on number of books to be withdrawn, length of the loan period, capital punishment for losing or mutilating a book? Materials are for use--encourage it. Discourage only vandalism.

7. The film "Libaries are Kid Stuff" made at the University of Arizona for this Institute is available for rental or purchase.

5. Is your Media Center director a book lover? Does he insist on preserving every old book dated or not on his shelves or that he acquires or does he weed occasionally? Are you guilty of this practice? Again, does your man love books so much that he neglects the the other media in assisting a youngster?

6. Is your Media Center director diligent in reading his professional literature- Wilson Library Bulletin, Library Journal, Publisher's Weekly, School Libraries and Audiovisual Instruction? Does he faithfully go through the media selection tools as they arrive through the mails? If he doesn't, he cannot perform his duties as a member of the curriculum team and he cannot intelligently add new materials to his collection.

7. Is your Media Center director reticent about looking for business? He--with your help and backing--should be constantly hawking his wares.

8. Is your Media Center a pleasant place--decor, decoration, intelligent improvisations, friendliness and banter? Or does it have the solemnity of a church on a rainy Wednesday burial day?

9.Is your Media Center in reality a study hall? You've got a problem! Are classes marched in at regularly scheduled times--i.e., each Tuesday and Thursday from 9:20 a.m. to 10:05 a.m.--to consume a ration of books under the teacher's supervision. You've got a problem! Do you use the Media Center as a "baby sitter" in the absence of a teacher?

10. Does your Media Center director have a "hands off" policy for students asking to use A/V machines? In many schools second graders are operating projectors and tape recorders. Do you have a good reason to do otherwise?

11. Because a Media Center will produce graphics on demand, it does not follow that they will run the mimeograph machine all day or put out the school newspaper.

12. Are your teachers using the Media Center as a place to dump unruly children? Does your Media Center director have guts enough to send them back? Are your teachers (and you) commandeering the Media Center from time to time during school hours for a meeting? Has your Media Center director informed you of the difficulty that makes for someone trying to run a "non-stop" program?

13. Do the fresh periodicals and newspapers go up promptly? Are new books kept in a vault forever or until a distant day when the Media Center director has poured full blessing on them.

14. Does your Media Center director use a note of encouragement to the young readers with difficulty? Have you or others ever heard him using derogatory terms concerning anyone's reading ability?

15. Does your Media Center director reach out into the rest of the school for resources? Into the community? Among the parents? Into industry, commerce and government?

16. Do Media Center purchases reflect the curriculum changes? What evidences do you have that the Media Center director is keeping up with his duties in curriculum planning and changes?

17. Do the Media Center director's suggestions and his conversation reflect a knowledge of recent changes in the profession?

18. It is assumed, of course, that your Media Center director has an on-going in-service training program in the uses of Media Center tools. What evidence is exhibited after training, that the instructors and students are using the knowledge they have acquired?

19. Is the lead time requirement for production for the Media Center realistic? If so, are the instructors' demands for production realistic? Assuming both of these to be true, is effective use being made of the production capabilities of the Center?

20. Is there any effective stock control system of supplies in the Media Center?

21. What availability is made of short courses, conferences, workshops, related to this area by the Media Center director?

22. When equipment is sent out for major repairs, is the return date reasonable?

23. What kind of methods does the Media Center director use to encourage suggestions from pupil, teacher and community?

THE MEDIA CENTER DIRECTOR

This person, in 99% of the cases encountered, is simply the "Libarian" . In the schools visited, the "Libarian" is many things, many qualities. As can be expected, some are irreplaceable jewels and some are disasters. Some have the admiration of their principals, some are at open warfare with the administrator. The majority are honest, striving people, in large part, overlooked by the administration.

At the outset of this examination of the Media Center director, it is necessary to observe that only a bare few have ever received the proper training to equip them to properly man a modern Media Center. Not for fault of the incumbent. [8] The schools which prepare candidates for jobs in our BIA Media Centers--I speak primarily of the American Library Association accredited schools--offer a curriculum almost totally irrelevant to the remote rural establishment which is our average BIA school. The irrelevance of the curriculum in our Library Schools has been recognized by the American Library Association, which has awarded large grants to five Universities to devise a new approach. These grants are made by the Knapp Foundation of North Carolina.

Two of these schools I found aiming on target for the BIA school--Auburn University and Millersville State College in Pennsylvania. Basically, these two have devised a curriculum for a new profession -- neither Librarianship nor audio-visual technology nor even curriculum specialist. The curricula of both schools combine the three areas so the resultant graduate has a good grasp of library and audio-visual technology, an understanding of curriculum planning and learning theory. Thus, the graduates have no bias as to the type of media to be used in achieving an end with a child and simultaneously are able to participate in curriculum planning and development. This latter capability has been ignored by the administrators who forget a good Media Center director should know all the recent developments in all pertinent fields and thus is invaluable on any curriculum committee.

The Media Centers obviously suffer because so many of the professional personnel are ill-prepared for their duties and biased in large measure toward the book as the only answer. I must be pessimistic at this point and report that I cannot agree that short courses will remedy this lack of preparation and bias. BIA must look to the future for replacements as personnel retire or leave, replacements who are properly trained.

To this end, I recommend that an especial effort be made to remove the Media Center director from Civil Service hiring strictures , that a constant on-going recruitment program by the head of media services for the Bureau be undertaken--a program which entails not only visitations to the new schools, (and to American LIbrary Association schools which reform their curricula in the future) but also financial involvement with these schools to train our candidates. It is urged that consideration be given to contractual arrangements for training selected native candidates by Auburn Univeristy and Millersville State College. In the future, poorly trained or untrained personnel must not be hired for the BIA Media Centers. But one must not understate the difficulty of obtaining acceptable personnel even with vigorous and positive action by the Bureau.

I have not mentioned the obvious--the personality of the Media Center director. This post requires dynamism and creativity; these factors should be considered in reviewing character of applicants for media posts. Good health and a sense of humor are necessities. A real sense of caring for children must be present.

8 It should be noted that because of a non-existent recruiting program for school media personnel, non-qualified personnel have gone into most jobs.

The Media Center director must of necessity and in good sense make use of native aides to assist in the non-professional aspects of operating a Media Center. This involves such operations as shelving, circulation, cataloging, aspects of purchasing, issuing of machines, repair and maintenance of A/V equipment, graphics and the like.

A number of post-secondary schools offer training in the area of Media Center aides. However, there is no vigorous effort made to recruit native personnel for this training. To that end, I recommend that Southwestern Indian Polytechnic Institute contract with the Library and Media School at the University of Albuquerque for a joint program in the training of aides and that special effort be made to recruit candidates willing to return to the reservation.

It is hoped, incidentally, that graduates of these aide programs will be sufficiently impressed by the vocation to endeavor to go on for the professional degree.

Let us return now to the Media Center director, and his problems. Of course, the major problem of most Media Center people is the school administrator. This situation has been dealt with elsewhere.

Many "minor" problems trouble our directors. In many cases, there is the matter of status. Often the Media Center director is regarded as a junior level teacher or senior level aide, is low on the pecking order and is overlooked when administrative committees are formed. He has no real voice.

His "budget" in most cases is will-of-the-wisp. Certain schools have been without library funds for four years. In one large school the Media Center director raised funds with fry bread sales. A budget as such is virtually non-existent. Funds are usually allocated in the latter month of the fiscal year and the Media Center told to "buy-like-hell" or the area or agency office will change it's mind. In a profession where media comes out in a steady fresh stream, where media becomes dated, this process is totally unacceptable. It exists virtually nowhere else in the library world, and does not permit any semblance of planned purchasing. Further problems concerning selecting and purchasing are discussed in the section on the Media Center.

I have mentioned above the frequent lack of voice and status of the Media Center director. Of course, in many cases this status problem is a result of the personality of the incumbent. A dynamic quick and cooperative individual, we all agree, can "make" status for himself. But, in most cases status comes from the deliberate action of the admininstration. Involvement of the Media Center director in staff meetings, awarding the director the position of a department head and the GS-11 rating attendant, insisting that the director participate, not only in curriculum revision, but even assist in unit planning, are all steps an administrator can take. Schools in the BIA, it soon becomes apparent, are merely reflections of the principal's attitudes and personality. Status of the Media Center director can be created.

I want to reiterate a point made above--the Media Center director must participate in the curriculum planning of the school. It has been pointed out that training of professional media personnel can only be satisfactory if courses in curriculum and learning theory are included. As the fulcrum of new information and recent develoment in the world of learning, the Media Center director must become the hub of any school which counts itself as dynamic in philosophy rather than static.

APPENDIX

Standards for Learning Centers

In 1966, an Office of Education grant supported a study of methods of optimizing a Media Center in a disadvantaged area—this one in the Ozarks in rural Arkansas--a situation highly analogous to the Bureau of Indian Affairs schools. [9] The principal thesis was that to compensate for the handicap of majority culture deprivation suffered by the children, a 'saturated school library" must be constructed.

While the standards below in their material dollars/sense do not represent extraordinary expenditures in the view of the ALA/NEA recommendations, they do place the BIA schools in a better position to attain the tools for learning. The standards, however, are "saturated' in terms of servicing personnel when contrasted with the ALA/NEA recommendations because the thesis of this report is that the BIA school libraries must become a teaching device not an inert, bulging storehouse of materials.

9 U.S. Office of Education "Final report of the activities and recommendations made under Title III, ESEA P.L. 89-10 planning grant for model saturated school library." Mrs. Marjorie Waters, Project Director, Deer School District No. 21, Deer, Arkansas, 1966. (ERIC EDO 33447) Probably the saddest discrepancy among BIA Education admininstrators is the real lack of acceptance and zealous promotionof the concept of compensatory education. At best it gets lip service.

BUDGET

N.B. ALA/NEA recommends six percent of the average national instructional budget based on ADA be allocated to instructional materials. For 1971-72 the national per pupil media average would thus derive as $55.80. However, supplies(including textbooks and classroom reference tools) are to be charged to the school supply budget and audiovisual equipment is to be charged to the capital budget. Further, the cost of system operation, i.e., Area and Central Office Media expenditure,are to be included in this overall figure.

Fiscal Year	Total	Print*	Reference Books+	Nonprint Material*	Preprocessing Cost	Central/Area Expenses
#1975	$26.00	$8.50	$3.00	$8.50	$3.00	$3.00
1976	35.00	12.00	3.00	12.00	4.00	4.00
1977	46.00	16.00	4.00	16.00	5.00	5.00
1978	59.00	20.00	4.00	21.00	7.50	7.50
1979	73.00	25.00	5.00	25.00	10.00	8.00

*Discretion should be given on a local basis to considering these two figures as a lump-sum for expenditures but under no circumstances should variances in the proportion of expenditures exceed 70% - 30%.

+Reference books are Encyclopedias, Gazetteers, Almanacs, Dictionaries to be purchased in addition to those distrubuted by Facilities.

#In addition, $250,000 in discretionary funds should be allocated among the areas for use in the poorest equipped Media Centers of the area concerned, and for the beginnings of area/agency film services.

COLLECTION-PRINT

BOOKS

At least 6,000 - 10,000 titles representing 10,000 volumes or 40 volumes per student, whichever is greater. Schools with enrollment of less than 100 pupils ADA may reduce these figures to 4,000 - 5,000 titles representing 5,000 volumes or 40 volumes per student whichever is greater.

PERIODICALS

Elementary schools (at least K-6) 75 to 125 titles. Elementary schools (less than K-6) 40-50 titles. Secondary schools 150 to 250 titles.

All schools are required to have a Reader's Guide and other indices as needed. Duplication of titles and indexes as required.

NEWSPAPERS

Not less than 6 titles

PAMPHLETS

Pamphlets, Government Documents, Catalogs of Colleges and Technical schools, vocational information, clippings, and other materials appropriate to the curriculum and for other interests of students.

PROFESSIONAL COLLECTION

50 titles per teacher with a minimum of 750 titles. 60 professional titles to include at least 5 national library and/or media resources journals for the Librarian, and the Education Index.

REFERENCE BOOKS

The Schools Facilities Division shall under the guidance of the central office and area media supervisors construct and distribute a basic list of at least 100 reference titles, provided no encyclopedia revised periodically shall be over 5 years old and no almanac over 1 year old.

No part of the above shall be used as classroom libraries except on temporary short term loan.

NON-PRINT MATERIALS

Audio Tapes and disc-recordings–1000-2000 titles representing 3000 tapes or discs or 6 per student, whichever is greater.

8 mm films–at least 500 titles including duplicates or 1½ films per student, whichever is greater.

16 mm films–whatever the source, the films must be readily available to students and instructors requiring them. Recommended: Access to a minimum of 2500 titles, whatever the source, to be supplemented by rental films.

Filmstrips–500-1000 titles representing at least three strips or kits (sets) per student.

35 mm slides–150-300 sets representing 200 titles or 1½ sets per student, whichever is greater. (A set represents one or more slides under one title).

Graphic Materials –25 sets originally, to be expanded as the instructor needs develop. (A set represents graphic material making up one selective unit title).

Transparencies–1500 transparencies or masters of selected subject matter.

Other materials – Academic games, programmed instructional materials, models, maps, globes, art objects, video tape – printed and other forms of programmed materials needed for instructional purposes. (Video tape as mentioned above refers both to material produced at instructor request to meet instructional needs due to a scarcity of pre-recorded tapes for instructional purposes, and to commercially prepared video cassettes.)

Hardware for this material to be subject of standards per Area Media Directors.

The above standards were developed by Jim Felts, Director, Instructional Materials Center, Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico.

PERSONNEL

Each school with 150 students shall have a certificated Librarian or media specialist. In addition, each school shall have two media aides, one trained in A/V maintenance and repair and in production techniques and one in standard Library practices at the post-secondary level. In no case shall the certificated Librarian or media specialist spend more than two hours per week in clerical operations, such as cataloging, book ordering, equipment maintenance and repair, and equipment check out and check in. Schools with 300 or more students shall have two professionals and three or more media aides depending on the local circumstances and enrollment. Schools from 75 to 149 pupils shall have one half-time Librarian and one full-time media aide. In all cases proper advantage should be taken of possible services of Library Clubs and student help.

RECOMMENDATIONS IN SUMMARY FORM

I. That the standards established and delineated in the appendix to this report be placed into effect fiscal 1975. Further that fiscal 1974 be devoted to preparing for this change. The standards pre-suppose new and untouchable media funds and new media positions floors.

2. That the Director of Education Programs shall immediately undertake to establish and fill the position of Director of Media Services on his staff. Further that immediate steps be taken to establish similar positions in Aberdeen, Juneau, Albuquerque, Navajo, Phoenix Area Offices with one such position to be shared by the two Oklahoma Offices. Further, that Agency counterparts be established in each Navajo Agency as well as the Hopi Agency.

3. That the area and agency media staff should direct the media selection program, review films and maintain good--sized film libraries, advise on media programs in the schools, conduct all recruitment and placement of school media personnel, consult with Facilities and Construction in the design of all new buildings and the construction of a standard basic media collection to be furnished automatically with the opening of each new school.

4. That Director of the Media Center is essentially a teacher and a curriculum specialist and should not be involved in any large degree in the clerical and mechanical processes of the center, i.e., cataloging, shelving, circulation, machine repair, equipment issue.

5. That BIA immediately halt the practice of putting unqualified persons in the position of Media Center Directors. That vigorous recruitment for quality Media Center Directors begin forthwith in each area, with special emphasis on native American candidates.

6. That BIA finance the training of Media Center directors at Auburn University, Millersville (Pa.) State College and any other schools which combine the disciplines of Librarianship, A/V Techniques, curriculum planning and learning theory as these two schools do. An effort should be made to find native Americans for these training positions.

7. That Media Center directors must be removed from Civil Service strictures and the interference of BIA personnel office be made minimal in the local selection process.

8. That the Media Center director be given status through the GS-II rating, positions on all germane school committees--especially curriculum--and deliberate backing by the school administrators.

9. That native media aides be recruited and trained at the post-secondary level at the University o Albuquerque with the cooperation of Southwestern Indian Polytechnic Institute.

10. That immediate attention be given to starting an on-going program for the education of BIA administrators in the vital nature of the Media Center in education. That, using the check list in the report, principals begin supervising their Media Centers.

11. That we recognize that authentic ethnic materials are essential as powerful reinforcement in the learning process, but the learning center must present a wide spectrum of America and the world in order to compensate for the narrow vision suffered by any rural, isolated people. The acceptance or rejection of this choice of exposure to other cultures through the media is a choice to be made by the individual student and his parent.

12. That considerably more attention must be paid to high-interest, low vocabulary books. More interest must be demonstrated in visual materials--especially films and video tapes.

13. That media kits as described in the text be provided for children leaving for summer breaks and to migrant children.

14. That dormitory collections as described in the text be established. That directors of peripheral dormitories be more alert to the library service of the local public school.

15. That special monies and positions be considered for the production of cultural materials, especially in the case of the Hopis. That monies be forthcoming for production of media in native tongues, if desired by the local community.

16. That BIA, Office of Education, and Housing-Urban Development work together in the conversion of BIA school Media Centers into community centers.

17. That the fixation for the bookmobile as a solution to the problem of the small, isolated school, an idea worthy of its time, be played down and an effort made to train all teachers in isolated school posts to become, in effect, media specialists.

18. That the failures of the budgetary, selection and procurement system for media have been presented in detail. They must be overhauled to provide a systematic media review, selection and procurement program with a year-round budget based on per capita enrollment. The deadening hand of procurement must be lifted.

19. Finally, that the BIA adopt as their summary purpose for educating the Indian youth, the following: To cope with the majority culture if the youth desires to interface with it or to become a capable member of the subculture of his birth, whichever he chooses, or both. And that they accept the following premise: There is no such thing as quality education without intensive, intelligent dissemination and use of educational media.

Last, it is recognized that some members of the Indian community do not agree with my evaluation of the place of ethnic materials nor with the concept of enlarging horizons of rural native Americans. Their objections are noted.

EPILOGUE

I have attempted to make the problems and recommendations as succinct yet as clear as possible.

Regardless of what steps are taken, no plan of action will succeed if:

1. BIA Education Administrators persist in their almost unanimous interpretation of a Librarian as simply a teacher who can catalog books.

2. Funds are earmarked for media purposes at the expense of other educational activities. New funds, untouchable funds must be secured and used. Employment floors must be established for these new media positions.

3. Means are not found to give control to the Education Division of the work done for it by the two service divisions--Procurement and Personnel. I concur with the solid declaration of those educators who expressed an opinion that no concern for the child exists in the service organizations--only a regard for bureaucratic regulations and paper shuffling.

I do not look for these three imperatives to be popular and easy. On rare occasions, radical surgery does become necessary.